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ABSTRACT

Described are objectives and services of the 3-year Kansas Special Vocational Program (SVP) for handicapped youth and adults. The SVP primary objective is to provide pre-employment educational services to 150 high school handicapped individuals, with job placement for 50 individuals. The report covers the following SVP aspects: community advisory committee membership; program staffing and facilities; districts and agencies served; referral, orientation, and work evaluation procedures; employment orientation I and II (including work habits and training programs for jobs such as food service and drafting); placement preparation and placement followup; related supplementary services (such as basic math and developmental reading programs); and public relations. (LH)

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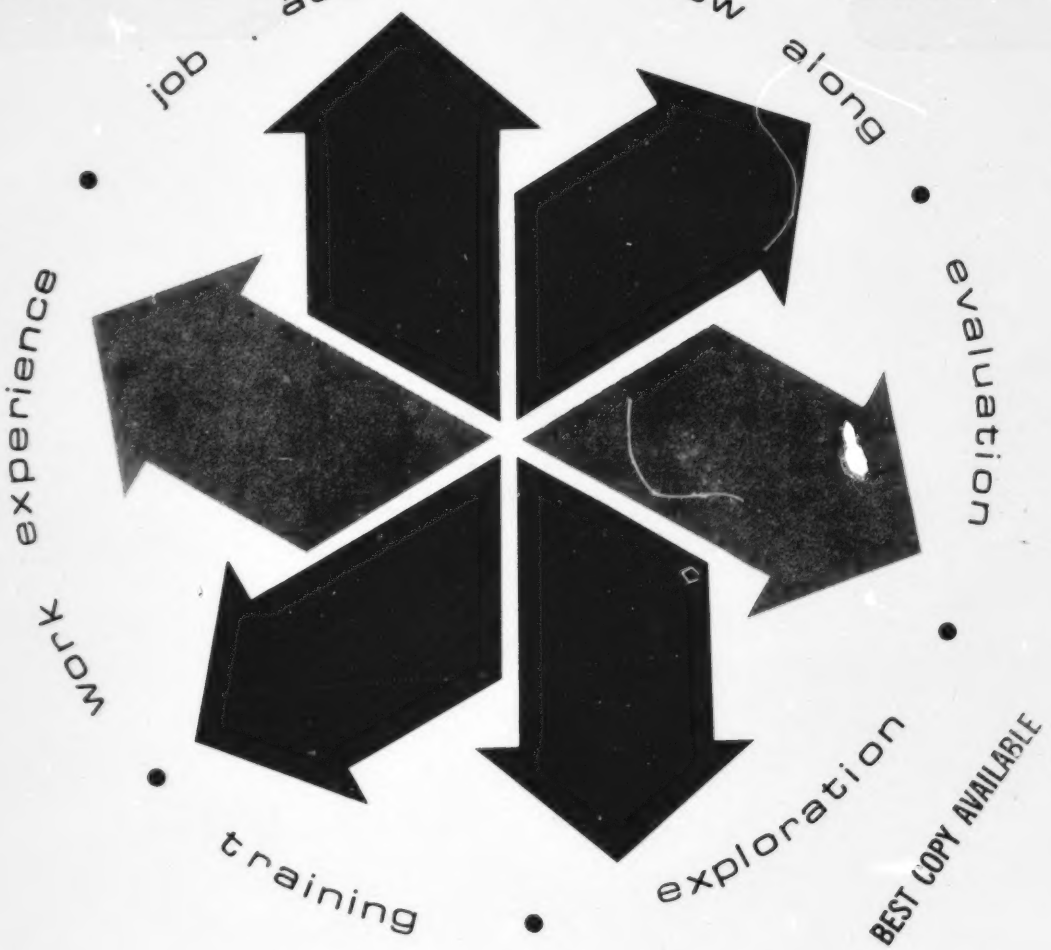

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The Special Vocational Program for Handicapped Youth & Adults

2

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Vocational Education FOR THE Handicapped

DESCRIPTION OF SERVICES AND OBJECTIVES OF

THE SPECIAL VOCATIONAL

PROGRAM FOR HANDICAPPED

YOUTH AND ADULTS

FUNDED BY

P. L. 90-576, as amended

DIVISION OF VOCATIONAL EDUCATION

KANSAS STATE DEPARTMENT OF EDUCATION

120 EAST TENTH

TOPEKA, KANSAS 66612

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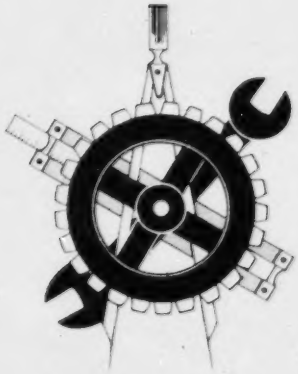
John Snyder
Assistant Commissioner
Division of Vocational Education
Kansas State Department of Education

The Kansas State Department of Education and the Division of Vocational Education share a keen interest and awareness in the need to develop a more comprehensive vocational education training program for the handicapped persons in Kansas.

It has long been known that the hiring of handicapped workers has been a good investment from both the standpoint of business and industry that these persons when properly trained can and do make excellent employees.

We are proud of vocational education's commitment to the handicapped and are doing everything possible to work with other groups and agencies to develop stronger vocational programs designed to meet their individual problems and needs.



Wilbur A. Rawson, Supervisor
Exemplary and Special Needs Education
Kansas State Department of Education

James Marshall, Director
Special Education
Kansas State Department of Education

The Special Vocational Program staff gratefully acknowledges the cooperation, counsel, and assistance given by the Kansas State Department of Education during the planning and operation of this project.

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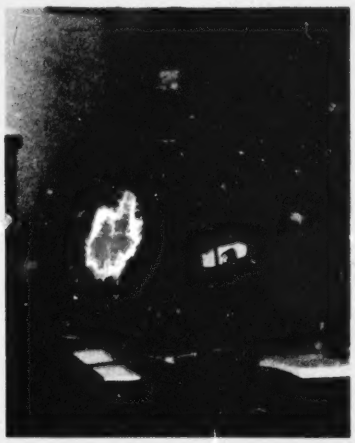
Dr. Lloyd J. Schurr
Superintendent, USD 305

In July of 1971, the Salina Area Vocational-Technical School received funds under provisions of P. L. 90-576 to staff, equip, and operate a vocational education program for the handicapped. Representatives of local and state special education, vocational education, vocational rehabilitation, and general education were instrumental in planning the project. The purpose of the project was to provide high school and post-high school age handicapped individuals with a variety of pre-employment experiences that would prepare them for gainful employment.



Dr. Bill Mercer
Assistant Superintendent and
Director of Secondary Education

Mr. Lloyd Lockwood, Director
Special Education,
Central Kansas Cooperative

Mr. Eugene Lundgrin, Director
Salina Area Vocational-Technical School

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Richard Courter
Royal Tire Company

Marvin Keeler
Dillon's Southgate

Rick Estes
Paris Corporation

Mrs. June Jennison

Advisory Committee

Lloyd Lockwood
Central Kansas
Cooperative

R. M. "Bud" DeArvil
Roberts Manufacturing

To maintain programs that meet current occupational manpower needs, vocational educators have found it one of their prime responsibilities to consult representatives from business and industry.

The advisory committee is a communication link between the community and the program. The program should know the community's wants and needs. The advisory committee is in a position to supply this vital information.

Gary T. Cook
Occupational Center
of Central Kansas

Harry Shimp
Kansas Vocational
Rehabilitation Center

Lawrence McDowell
School Specialty
Supply

Ben Vidricksen
Vidricksen's
Enterprises

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Special Vocational Program Staff

Donald E. Jernberg
Director
1971-1974

John H. Finney
Placement Coordinator
1971-1974

Joe R. Collins
Work Adjustment
Supervisor
1973-1974

Marilyn Potter
Evaluator
1973-1974

Harlan Luty
Special Vocational-
Technical Instructor
1973-1974

Cary Brinegar
Special Resource Teacher
1971-1974

Mrs. Beverly Revels
Food Service Instructor
1972-1974

Mrs. Phyllis Anderson
Secretary
1971-1974

Cliff Young
Bus Driver
1973-1974

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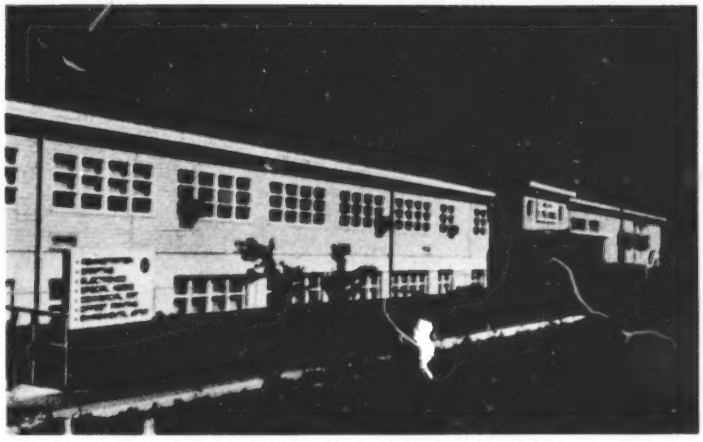
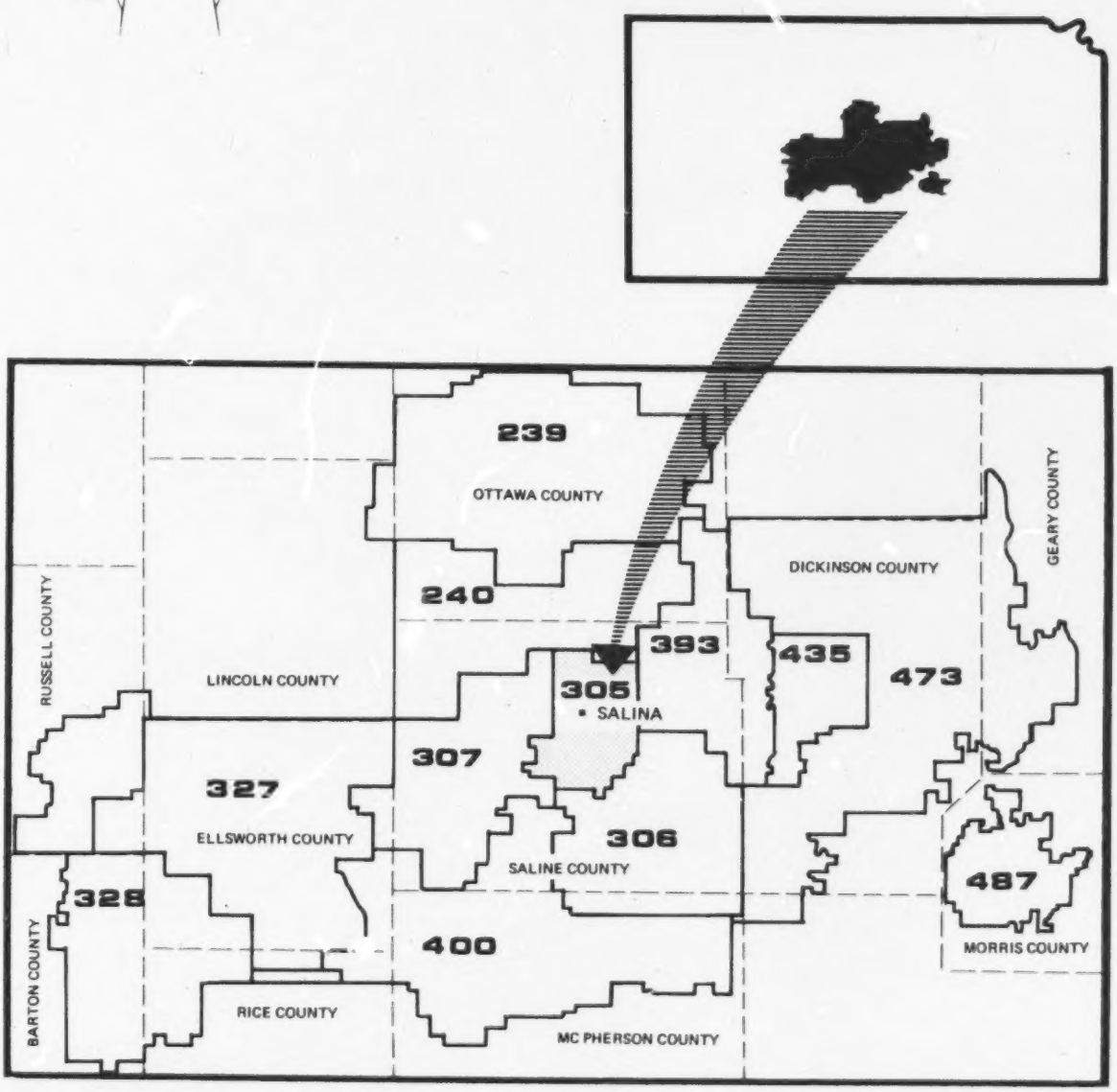
The Special Vocational Program began operation in this building in July, 1971. In August of 1972, the program moved to its present facility in Building 658.

Buildings

The Program is located in the Vo-Tech School administration building. Program offices, classrooms, and shop areas are located here.



Location


239
OTTAWA COUNTY
240
393
435
473
305
• SALINA
307
327
ELLSWORTH COUNTY
306
SALINE COUNTY
328
400
487
MORRIS COUNTY
RUSSELL COUNTY
LINCOLN COUNTY
DICKINSON COUNTY
GEARY COUNTY
BARTON COUNTY
RICE COUNTY
MC PHERSON COUNTY

Districts Served

- The school districts listed below have referred students to the SVP.

Abilene	USD 435	Hope	USD 481
Bennington	USD 240	Lorraine	USD 328
Brookville	USD 307	Minneapolis	USD 239
Chapman	USD 473	Salina	USD 305
Ellsworth	USD 327	Solomon	USD 393
Herington	USD 487	Southeast of Saline	USD 306

- Other agencies sending referrals to the SVP are

- Central Kansas Mental Health Center, 676 South 9th, Salina, Kansas 67401
- Kansas Vocational Rehabilitation Center, 198 Centennial Road, Salina, Kansas 67401
- Youth Adjustment Program for 16 and 17 year-old males, 198 Centennial Road, Salina, Kansas 67401
- Occupational Center of Central Kansas, 370 Schilling Road, Salina, Kansas 67401
- Salina Youth Care Home for Girls, 157 South 10th, P. O. Box 834, Salina, Kansas 67401
- Saline County Juvenile Court, City-County Building, 300 West Ash, Salina, Kansas
- State Department of Social and Rehabilitation Services, Minneapolis Branch Office, Court House, P. O. Box 130, Minneapolis, Kansas 67467.

Objectives

PRIMARY PROGRAM OBJECTIVE: At the end of three years (1974), a minimum of 150 high school and post-high school age handicapped individuals will have received services through the SVP. One-third or 50 individuals will have been placed on jobs at the end of this three year period.

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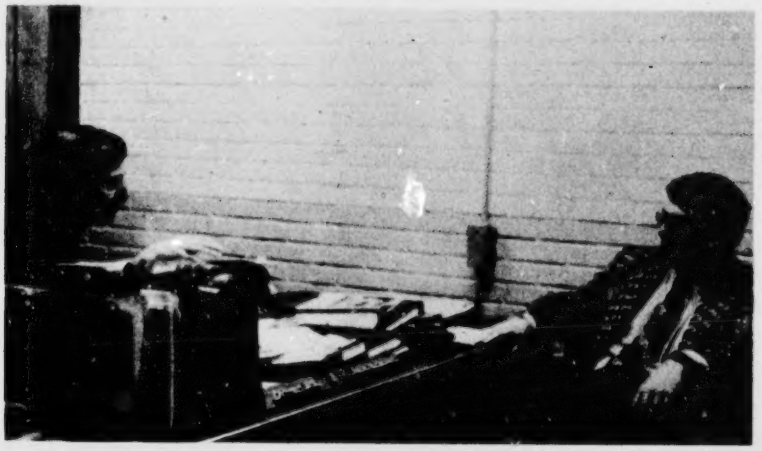
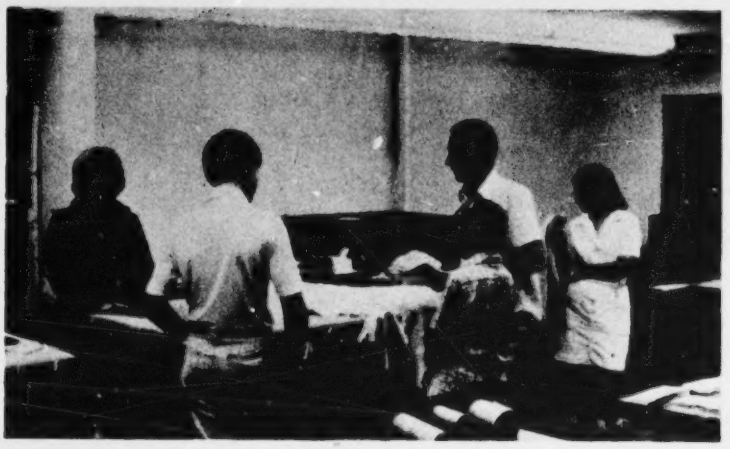


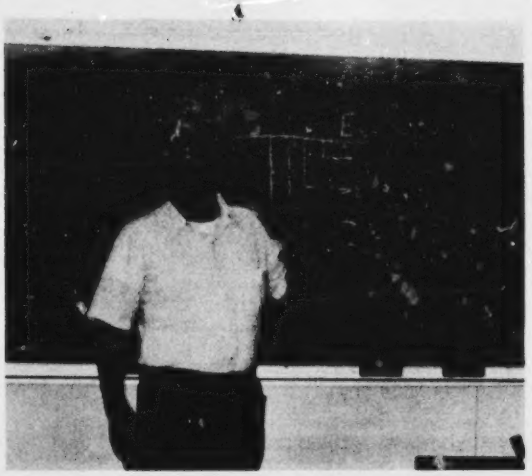
All prospective students in high school are referred to [illegible] school psychologist who administers educational and psycholo[illegible] tests. Eligibility determination is made by the SVP staff through the screening of these psychological, medical, and educational evaluations.

Referral Procedure

Referrals from sources other than schools are also accepted if psychological data establishing a handicapping condition accompany referrals. Vocational Rehabilitation and the Mental Health Center are two examples of non-school referring agencies.

After eligibility is determined by the SVP staff, the student and parents are encouraged to visit the program. Parental approval to the program is necessary before a student begins his training.





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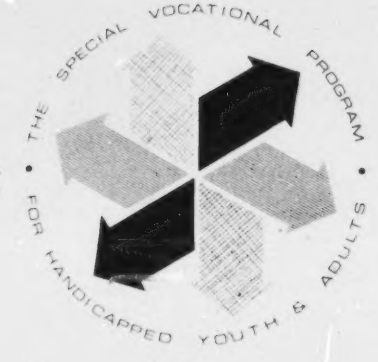
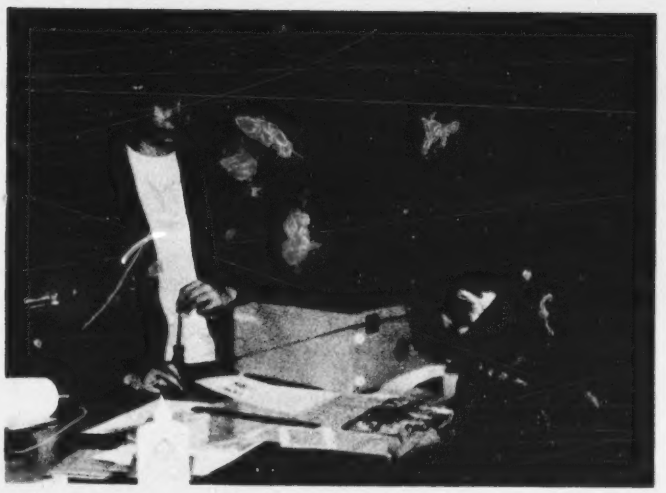
Orientation

Once a referral is accepted, orientation to the program is begun. One staff member designated as the "foreman" is involved in this portion of the program. Students are oriented to the programs' rules and regulations and are given a safety test.

Work Evaluation Process



The evaluator introduces the worker to a variety of work samples. The worker's vocational potential and work habits are observed while he performs on the work samples.



After completing the work samples which usually take eighty clock hours, the worker and the evaluator have an exit conference. The worker's performance and vocational plan are discussed at this conference.

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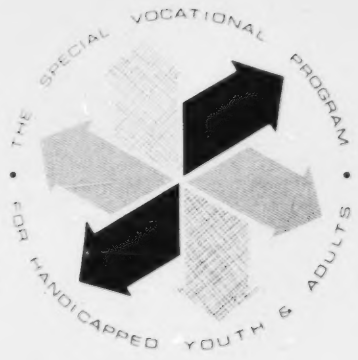

The SVP staff analyze the data that comes from the work evaluation and make recommendations on the vocational future of the worker.

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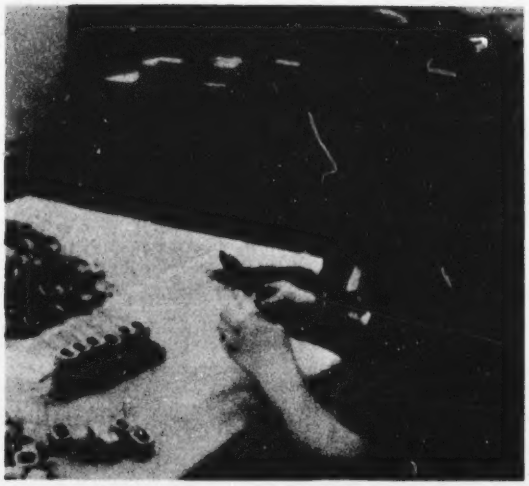
Employment Orientation I



Many referrals to the Program reveal during evaluation that they do not understand the meaning of work. Some demonstrate poor work habits.

Workers who are immature and vocationally naive watch filmstrips, listen to cassette tapes, and take tours of local businesses to learn about the world of work.

Good work habits are developed by workers through the use of work samples acquired from industry and through individual counseling. Production demands are placed on the workers.

Employment Orientation

II

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When a worker finishes evaluation and does not demonstrate an interest or an aptitude for any particular training program, he(she) explores several training programs at the Vo-Tech School.

WELDING

AIRCRAFT ASSEMBLY

AUTO BODY

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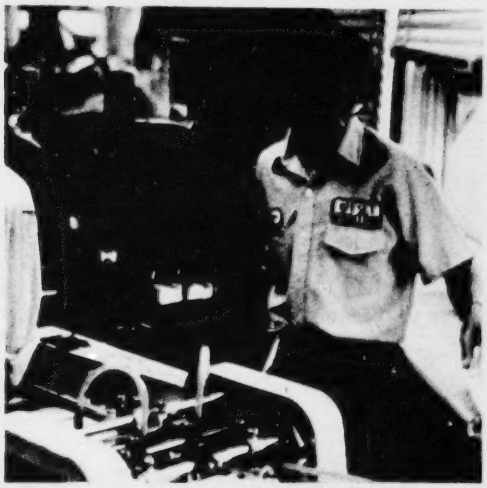
FOOD SERVICE

THE SPECIAL VOCATIONAL PROGRAM FOR HANDICAPPED YOUTH & ADULTS



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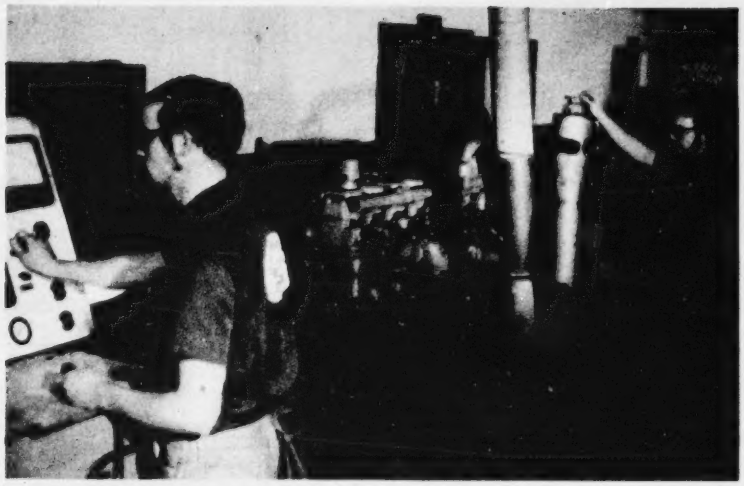

DIESEL MECHANICS

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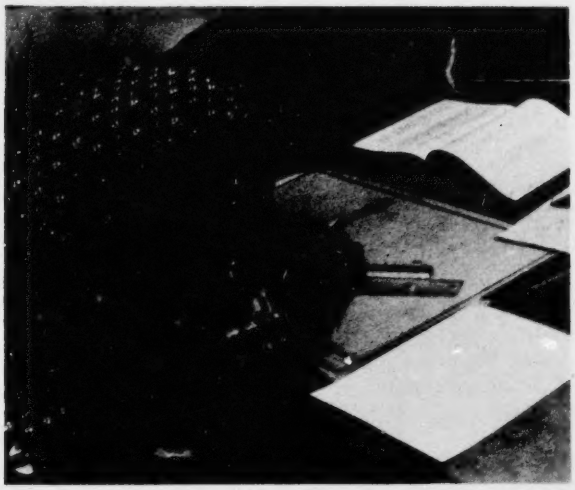
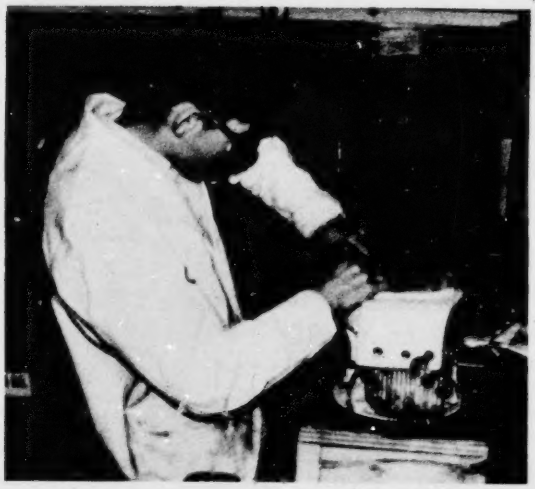


DRAFTING



SMALL ENGINES

Employment Orientation II

COMMERCIAL ART

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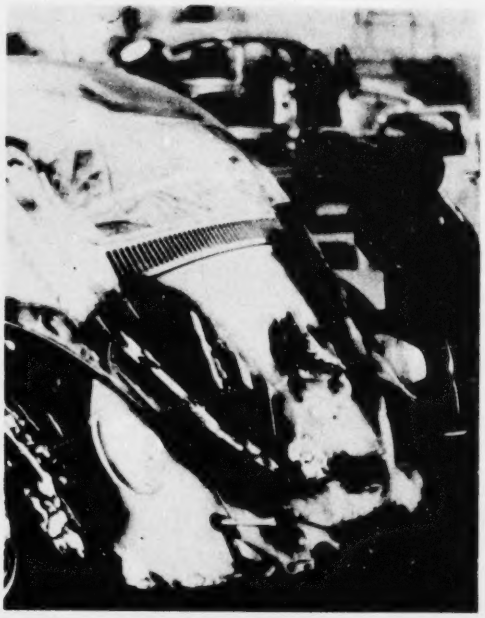
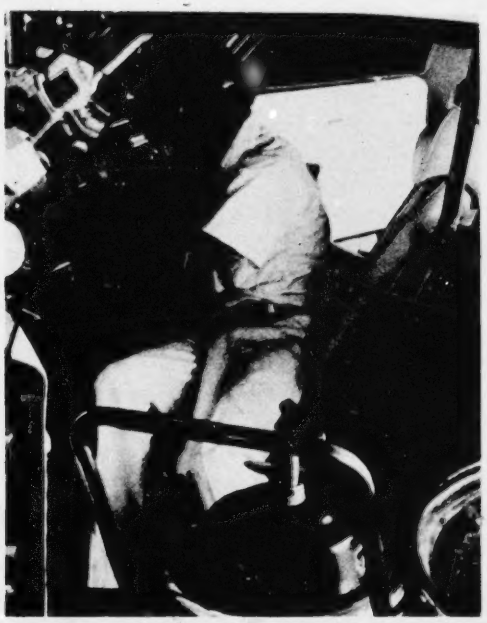
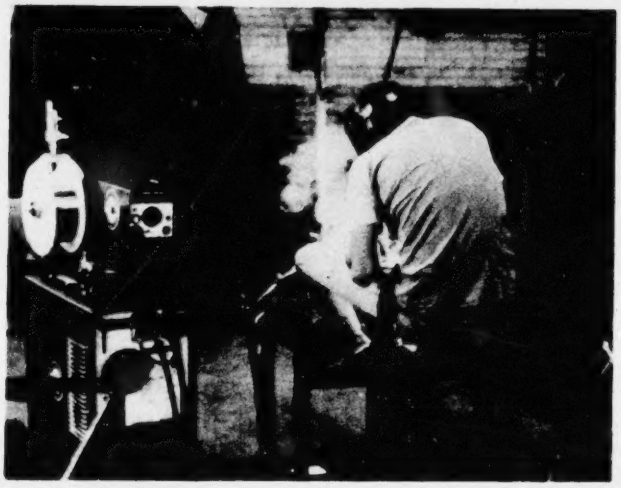


Once a specific training area is decided upon, the worker then starts his training.

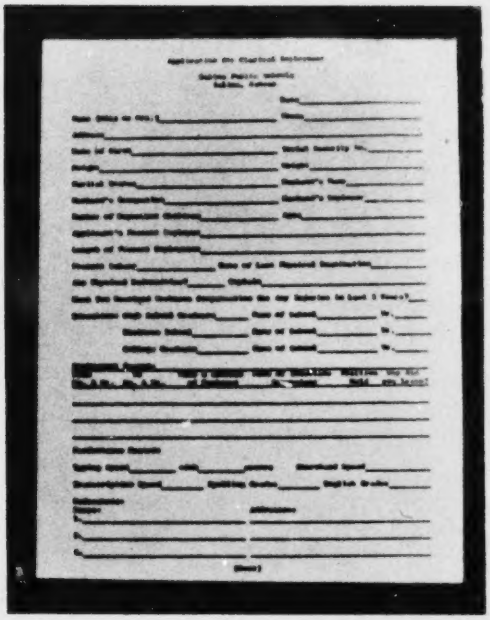


If training is not available at the Vo-Tech School or at another agency, the community offers on-the-job training (OJT).

Training



Three types of training programs are offered at the Vo-Tech School through the SVP. There are regular training programs such as drafting which is two years in length. Modified training programs such as production welder are offered. Short-term training programs such as auto make ready, a nine-week course, are available.



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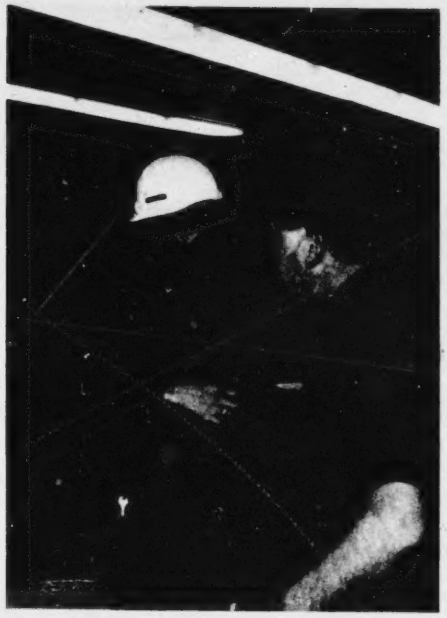
Placement Preparation

Prior to employment the worker is involved in pre-employment activities such as understanding the importance of job applications and the need for completing them neatly and accurately. The worker also is involved in developing and practicing good techniques for job interviews.

Placement

After the worker is placed on a job, the placement coordinator visits the place of employment as necessary. During the first six weeks a student is on a job, the placement coordinator visits two to three times per week. After the first six weeks, follow-along diminishes as needed. One year, three year, and five year follow up is also provided by the program.



The placement coordinator talks with a job supervisor at a local warehouse where SVP students are placed.

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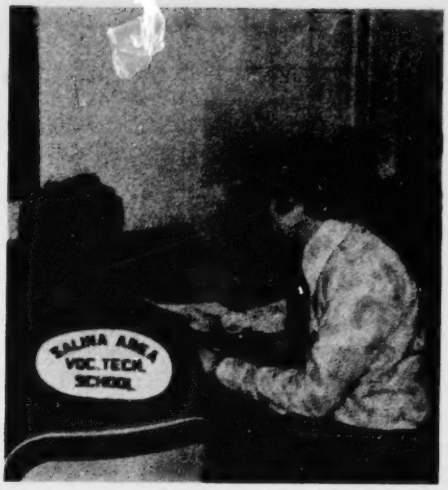
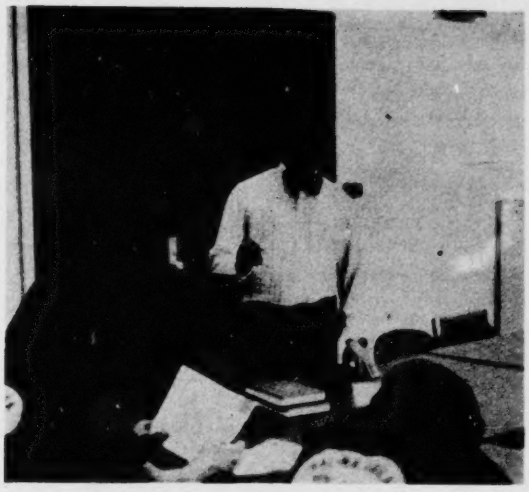
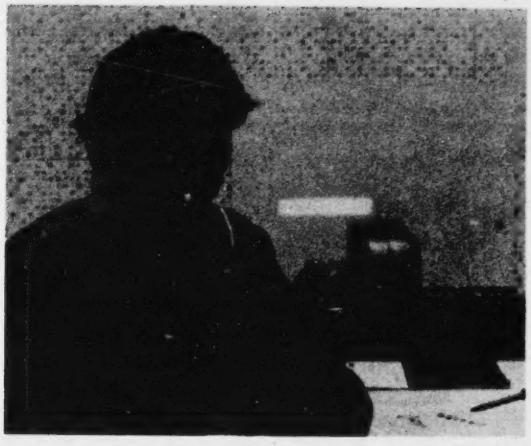
Supplementary Services



Vocational training includes acquiring skills in a shop setting and also acquiring related academic work outside of the shop. Reading a ruler is an example of related work that can be reinforced outside of the shop.



A basic math program is offered workers who need additional help with mathematics.



A developmental reading program is offered workers who want to increase their reading comprehension, grade level, and rate.

Informing the Public

Handicapped students get jobs

A special vocational program for the handicapped at the Salina Area Vocational-Technical school has met with success, according to program director Donald E. Jernberg.

All 9 students eligible for job placement after the first year of training got full-time jobs. Of the students placed, 2 were employed as servicemen at Salina truck stops, 3 became welders, 2 worked as warehouse and packaging men, one is a custodian and another is an electrical assembly man.

Forty-two high school and post-high school students were enrolled in the special vocational program during the past year. The 9 who completed the program are receiving follow-up aid from John H. Finney, placement coordinator. Finney said 25 new and returning students are now in the program, expected to reach an enrollment of 50 before the end of the year.

The program recently moved to Building 658 at the Salina Airport Industrial center.

Annual earnings total $115,000

Handicapped stud

Nineteen students graduated from the special vocational program for the handicapped at the Salina area vocational-technical school this spring, and 17 have been placed in jobs.

Donald Jernberg, director, said 24 special vocational students have become wage-earners since the program began in July, 1971.

The graduates will earn a total of $115,000 if all keep their jobs for a year, Jernberg said.

Three of this year's ing in handwork assem duction, 3 as welders repair, one in sales, attendant, one in make-ready, one i the armed forces. Jernberg said federal funding tral Kansas C agreed to spon er for the pro

To map a new voc training progr

A new program which would provide vocational training for the mentally retarded, mentally ill and physically handicapped will begin in the fall in Salina if all goes well with a study of the proposed program.

Eugene Lundgrin, Salina area vocational-technical school director, learned Friday that the Kansas Board of Education will provide a $3500 grant to fund a month-long study.

The study will begin Monday and end ...l 15 and will be conducted by Donald ...irector of the homebound and ... and coordinator of fed- ...ships under the ... depart-

academic situation offered through the present vocational system".

Coordinated effort

The proposed program will be a coordinated effort by the vo-tech school, the vocational rehabilitation center, the diagnostic center and UD305 special education.

School districts in 4 counties, Saline, Lincoln, Ellsworth and Ottawa, would be served.

Between 30 and 45 students could be involved, according to a preliminary study of the needs in the 4-county area. Approximately 18 of the students would come from the Salina area alone.

Both pre-vocational and vocational training would be offered to secondary and post-secondary students.

...perience would be included ...in basic classes needed

special way ... gram," Lundgrin sa

The program wo said. There woul which students m

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THE SPECIAL VOCATIONAL PROGRAM

BUILDING 658

SALINA AREA VOCATIONAL-TECHNICAL SCHOOL

SALINA AIRPORT INDUSTRIAL CENTER

SALINA, KANSAS 67401